

## Extract of Sensory Music Scheme

Activity Type	Activity Title	Activity Objectives	Activity Outline and development		Outcomes – children:
Singing/ Signing	<p><b>Over the Mountains</b></p> <p>Let's go on a Journey, won't you come with me? Travelling round the country, what will we see?</p> <p>Over the mountains, through the trees Sailing down rivers and across the sea</p>	<ul style="list-style-type: none"> <li>♪ To vocalise sense of key centre.</li> <li>♪ To sing and sign.</li> <li>♪ To recognise and respond to musical structure and contrast.</li> </ul>	Encounters	Children sit on cushions/chairs/bean bags and leader sings 'Over the Mountains' song.	<ul style="list-style-type: none"> <li>♪ Link movement and song.</li> <li>♪ Can show awareness of song through movement and vocalisation.</li> <li>♪ Develop a sense of key centre and vocalise.</li> <li>♪ Develops awareness of musical structure.</li> </ul>
			Unintentional response	Leader has a pause between verse and chorus to encourage vocalisation and recognition of key centre.	
			Developing awareness	Makaton signs are established to accompany the song.	
			Intentional response	With repetition, children start to respond with sounds/movements/gestures to cue music.	
			Recognises	The children are given the opportunity to cue the song by recognising their name.	
			Responds		
			Follows		
			Recognises	Children begin to join in with the song.	
			Engages	They engage independently.	
			Develops control		

Anticipation/ Interaction	<b>Save the Princess</b> I am here to save the princess High up in the tower fast asleep Let me in or I'll knock the door down With a boom after 3 1....2....3....BOOM!  BOOM! BOOM! BOOM! BOOM! BOOM!	<ul style="list-style-type: none"> <li>♪ Follow the conductor's musical cues.</li> <li>♪ To develop anticipation by recognising dynamic change.</li> <li>♪ To use vocal/instrumental response to interact.</li> </ul>	Encounters	Children are introduced to the song by the leader. Leader establishes cue using gathering drum (some children to use hand held drums with support) to link the verse and chorus. The song is repeated to develop awareness of cue.	<ul style="list-style-type: none"> <li>♪ Explore drums.</li> <li>♪ Develops awareness of musical structure.</li> <li>♪ Develops awareness of cause and effect of their sounds.</li> <li>♪ Develops musicianship skills.</li> </ul>
			Unintentional response		
			Developing awareness		
			Intentional response		
			Develops preferences	Leader leaves a pause and the chorus begins when any student makes a sound or plays a drum. Adapting words to incorporate student's name to show recognition of response.	
			Recognises	Turn taking for students to cue the chorus. Leader responds to small movements/vocalisations of individual pupils and develops recognition of cause and effect.	
			Responds		
			Follows		
			Recognises	Students respond to their turn by name and develop more accurate responses, using vocal, body or instrumental sounds. They show anticipation of their turn and awareness of the control they have of the music.	
			Engages		
			Develops control		